



Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to check afterward on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: _____

Topic for Brainstorming Session: _____

Getting Ready

- ☐ Places provided for writing responses (board, easel/pad, paper) that all can see
- ☐ Goals for the brainstorming session are clear
- ☐ Roles and responsibilities of staff and/or student leaders for the brainstorming session have been shared in advance
- ☐ The length of the session is adequate for the goals to be accomplished
- ☐ Select timekeeper, recorder, and facilitator in advance

During Brainstorming

- ☐ Guidelines are clear and have been explained to the group:
 - Participants can say whatever response comes to mind.
 - Responses are recorded without judgment. There are no right, wrong, or silly responses.
 - The more responses, the better.
- ☐ Timekeeper keeps group on track
- ☐ Recorder writes down responses)
- ☐ Facilitator makes sure all responses are heard

Looking Back

- ☐ Time limit:
 - ☐ Reasonable
 - ☐ Needed more time
 - ☐ Too much time
- ☐ Participants responded well, providing lots of responses
- ☐ Atmosphere was relaxed, comfortable
- ☐ Responses were too quiet, limited
- ☐ Participants were shy; needed encouragement
- ☐ More conversation needed beforehand
- ☐ Responses were out-of-control; shouting; needed better facilitation
- ☐ Responses were useful
- ☐ Everyone could see response list
- ☐ Session led to next steps
- ☐ Participants seemed to find process interesting/helpful/useful

Comments:

Revision notes: